

SYNOPSIS OF IMPACT ON PUPIL LEARNING FROM USE OF PUPIL PREMIUM TO PROVIDE ADDITIONAL RESOURCES.

OMNIVISTA PROJECTOR

- This has provided easy access for most pupils to interactive projector images when shone onto wheelchair trays etc. – a new learning experience for the pupils producing some great responses. It has helped to develop cause / effect skills (at the most basic level and beyond) – allowing pupils to generalise these skills that have been learnt in other situations.
- Pupils have enjoyed exploring the Omnivista floor screen especially the themes involving bright colours and moving elements such as the football match .This scatter and reveal aspect is a new learning aspect for the pupils not seen in other parts of the curriculum.
- Omnivista projector gave opportunities to link with different areas of the curriculum including Science topics – animals and habitats during light room sessions.
- To be able to access ICT independently from those who are wheelchair users, giving an opportunity to join in at the same level as their peers. To enhance lessons especially ICT, Numeracy and literacy. Able to relate it to your theme.
- Great for PHSE lessons to teach turn taking, waiting, working, as a group, skills.
- My class all love interacting with the Omnivista. They move independently and purposefully to scatter and splat the icons on screen. We are learning to develop independence during work activities, so this is an excellent resource for my class.
- Students were more focused by the Omnivista projector. They engaged with the colourful floor show by demonstrating different skills, for example, recognising a variety of colours which table top and small computer screen activities failed to do. Students were also motivated by the touch floor when using cause and effect by staying on task for longer periods of time.
- All pupils in the class enjoy and are able to access the Omnivista at the same level which is just not possible with other resources. James has significantly benefitted from it as he is able to play on the Omnivista with his peers, he particularly like the football game.
- Some Pupils engage in activities with the Omnivista projector for prolonged periods of time – notably longer than in class room based activities.
- Some pupils actually share activities with peers they would not normally acknowledge.
- More able pupils have used the projector activities to instruct less able pupils.
- Some pupils have extended their maths learning on shapes into the sensory room using the projector.
- Our more sensory pupils have enjoyed exploring the Omnivista floor screen especially the themes involving bright colours and moving elements such as the football match .This scatter and reveal aspect is a new learning aspect for the pupils not seen in other parts of the curriculum. Our more able pupils have used it to interact with 2D shapes, which was our numeracy topic last term.
- Every member of the class has thoroughly enjoyed using the interactive ‘dance mat’ during our Science (Light room/sensory) lessons.
- Jack can access the images, for example, by hitting at a large piece of cloth which the images can be projected against, so the resource is accessible for wheelchair users.
- Sensory sessions with least able Duke of Ed group now possible.

SENSORY TENT

- Pupils have demonstrated the generalisation of skills and learning acquired in light room sessions when in this alternative environment.
- We have also enjoyed a variety of sessions in the sensory dome alongside our rebound sessions. This has provided the students with access to a different changing environment and they have enjoyed the differences in sound, colour and rolling environment.
- The sensory tent enhanced ability group sessions to allow small teaching groups so that pupils receive better teaching.
- It has allowed pupils to experience a different way of accessing the curriculum e.g. maths through sensory input. Excellent resource for those pupils who can only focus in a lesson for a short period of time, gives them a way to learn without them realizing.
- We have used the sensory tent to create a lovely atmosphere for story time. The pupils were able to experience a forest effect for the beginning of the bear hunt story and a dark cave environment for the end of the story. We look forward to more lovely sessions in here.
- All Class Two have enjoyed using the sensory tent in the hall whilst they are waiting for their turn on the trampoline during Rebound Therapy sessions.
- It really helps that the pupils have some great images and sounds to focus on whilst they are waiting their turn!
- All the pupils have enjoyed the 'enclosed' nature of the structure and being amongst the images. This really works for those pupils who are eminently distractible.
- Money well spent, in Class Two's view!

PEOPLE MOVER VEHICLE

- Silver bus allowed one pupil to access the community, to allow for continuity from his timetable at previous primary school, aiding a successful transition to Redbridge School at the beginning of the academic year.
- Silver bus gave further scope in pupils from different areas of the city accessing After School Eco Club.
- To be able to access the community as a whole class group (10) and use the trips to enhance the curriculum topics e.g. trips to museums, visits to compare and contrast places in our environment.
- To improve the independence of pupils and to give them life skills for the future e.g. shopping in a supermarket.
- We have benefited from extra community based activities. We have a small class so we have been able to access supermarkets. Pupils have been able to locate real items on the shelves, use the checkout and pay the shop assistants.
- Students unable to walk to the shops have been able to use the bus and shop for their cookery lessons each week.
- We only used the silver bus at the beginning of the year when we had a larger class group. Having the use of the silver bus allowed us to be able to go out as a whole class; this would

not have been possible before so has had a significant impact on our weekly trips out into the community.

- We have used the vehicle on a weekly basis to transport home three pupils (one LAC) in order for them to access an extra-curricular club.

Access to an additional bus has supported

- Weekly swimming
- Duke of Ed.
- Transition